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ABSTRACT

A study to check on the efficacy of the teaching methods used in "Language Basics Plus," a basal elementary language arts program published by Harper and Row, involved a pretest, treatment, and mastery test procedure used with more then 3,000 elementary students. Results of the prepublication learner verification study indicated that the instructional methodology used in the text and teachers' editions was effective. Areas for revision and improvement to be made in the published version were identified. Teacher reaction was positive, and it was noted that the materials were appropriate at the indicated grade levels. (Tabular data are included, and a list of objectives taught in the trial lessons is appended.) (AEA)

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Prepublication Learner Verification Report for

LANGUAGE BASICS PLUS

A Basic Language Arts Program

published by

HARPER & ROW, PUBLISHERS, INC.

February, 1979

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CS005090

Introduction:

Harper & Row, Publishers, Inc. has published in 1979 a basal elementary language arts program called Language Basics Plus. Consultants to this program are Dr. Eric P. Hamp, Dr. Arturo Luis Gutierrez, and Dr. Earl F. Rankin. Authors for primary books were Dr. Cynthia Lewin and Agnes McCarthy. The program spans the traditional grades 1 through 6. In final published form, Language Basics Plus consists of a set of texts, teacher's editions, and spirit duplication masters. Other Harper & Row publications supplement, but are not a part of, the language arts development found in Language Basics Plus.

During the 1977-78 school year, some 200 classrooms in United States and Canadian public, private, and parochial schools participated in a prepublication learner verification program designed to check on the efficacy of the teaching methods used in the Language Basics Plus text and teacher's editions. In addition to information regarding teaching methods, information was collected on readability, length of time spent on the materials, subjective teacher and student reaction, and many other factors of the program.

Teachers and their students were provided with preliminary excerpts from Language Basics Plus, which took approximately four to six weeks of classword to complete. Students were tested on the appropriate skills before and after the instructional period. Changes in the students' proficiency were noted, with improvements considered a result of the intervening instructions.

The Sample

To provide a representative sample, Harper & Row representatives enlisted the aid of close to 200 teachers and 3,000 elementary students.

Pilot classrooms were located in the following 14 states and one province: Alabama, Alberta (Canada), California, Florida, Georgia, Illinois, Minnesota, Mississippi, New Jersey, New York, Ohio, Pennsylvania, South Carolina, Washington, and Wisconsin.

Teachers typically taught the material to the whole class, but there were instances of sub-groupings. Urban, suburban, and rural communities were included in the sample and some of the data collected was differentiated on that basis.

The Materials

Classrooms were provided with Language Basics Plus prepublication (preliminary) materials, from Level A at first grade to Level F at sixth grade. Each classroom was supplied with sufficient copies of a set of student materials and a separate Mastery Test for each child. The student materials and Pretests were typewritten and offset printed on 8½ x 14 paper using both sides and stapled together. With the exception of the first grade material, most materials provided to the schools were devoid of illustration, as that part of the program was not available at the time of trial material preparation. Each teacher received a teacher's guide that provided information about each lesson under the headings of objectives, development, and extension. The teacher's guide also provided copies of the Pre- and Mastery Tests and answers. As mentioned before, each student was supplied with a Mastery Test. A Pretest was included in each student material package, attached at the beginning. Both Pretest and Mastery Tests used a fill-in-the-blank format.

The student material, except for the first grade, was a mock-up of hardbound text instructional material and required the use of

other places to write answers, exercises, and creative writing. For the third and sixth grades we were able to provide, in many cases, a small composition book in which the students could write their exercises. The student-produced materials from those grades, and from any other grade levels where the teachers were able to collect the student-produced material of one form or another, were also used in our analysis of the results of the learner verification testing.

As an example of the materials provided: In the level E package (fifth grade), the student material was divided into four sections, entitled "Writing Correctly," "Learning about Sentences," "Using Words Correctly," and "Sports: Listening and Speaking." Under "Writing Correctly," the lesson material was on writing names and titles of people, writing dates and holidays, and writing addresses and sentences. Under "Learning about Sentences," the lessons covered declarative, interrogative, imperative, and exclamatory sentences and developed an understanding of subject and predicate. Under "Using Words Correctly," lessons were on using forms of speak, break, freeze, take, eat, sink, swim, drink, sing, blow, go, fly, throw, and know. In the section entitled "Sports: Listening and Speaking," the students read a selection, "Cheers," by Eve Merriam; studied the writing of a magazine article; learned about conducting an interview; and had a lesson on listening to a story. Each of the four sections concluded with checking up activities that provided the teacher with an immediate assessment of the student's mastery of the concepts presented in each unit so that re-teaching or further practice might be given to those students who needed it. The third section of the teaching material, called "Extension Activity," could be used for that purpose. The skills

tested in the Pre- and Mastery Tests were identical (really, they were two forms of the same test) and covered many of the skills taught in the lessons.

Similar material was provided at all the other levels with the exception of Level A. At Level A, no Pretest was provided since it was believed that first grade pupils would have little if any previous contact with the concepts and skills being taught. The Level A student material was set in type and illustrated, although only in black and white rather than in the later published four color version. A very simple mastery test was provided at the end of the first grade student materials.

Appendix A contains a listing of behavioral objectives taught in the trial lessons. The wording of these objectives is the same as was used in the trial unit and has been changed somewhat as a result of input from the trial teachers. Tested behaviors are marked with an asterisk.

Pre- and Mastery testing only covered those aspects of the program that could be tested with a minimum of subjectivity. Therefore, testing at the first grade level (Level A) was limited to the second unit material (see Appendix A). In the Level B material (grade 2), testing was done for units 1A, 1B, and 1C. Unit 1D, which dealt with the friendly letter, was not tested because evaluation of that material would be difficult to quantify. At Level C (grade 3), we tested units 1A, 1B, and 1C. Again, the composition unit on writing paragraphs was not directly tested. Levels D and E (grade 4 and 5), followed the same pattern as was established in Levels B and C. Level F (grade 6)

contained a unit on the selection of words in creative writing and a unit on the development of good paragraphs. Again, because of the evaluation of the results from these units would have been subjective, we did not evaluate them in an objective manner. Only units 1A and 1C have statistical results available for evaluation.

Analysis of Findings

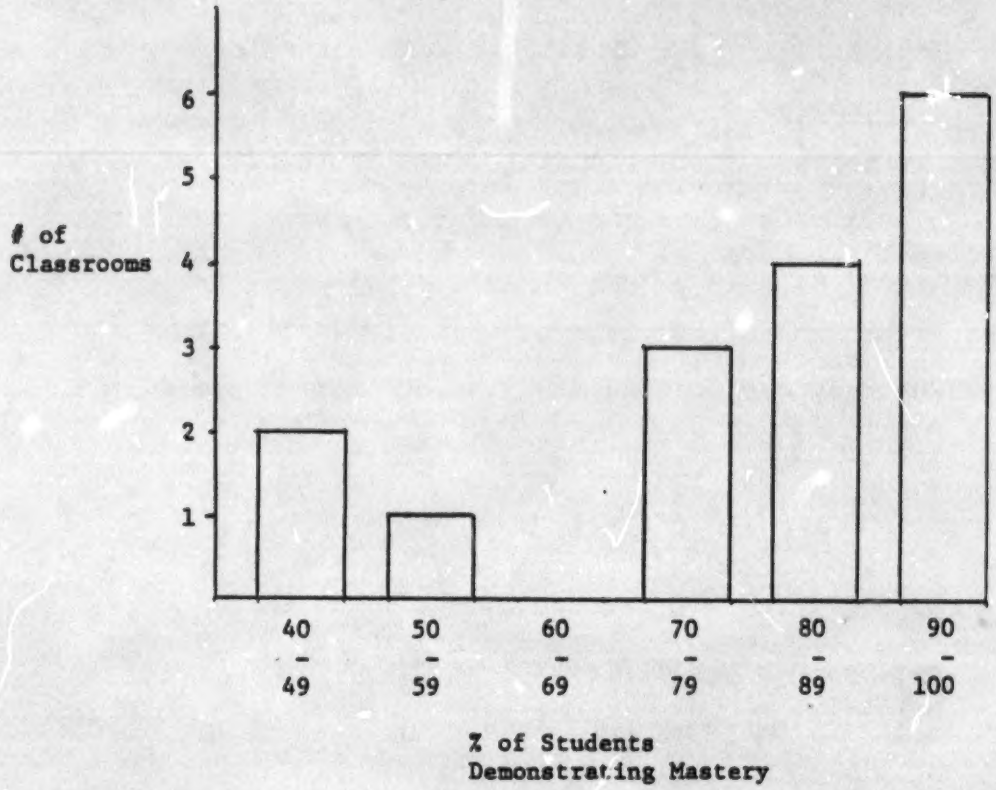
In our analysis of the results of this prepublication evaluation at least two factors above and beyond the materials must be considered as possibly having some impact on the results. First, it should be remembered that the units were taught in isolation, that is, without the teacher or student having had previous experience with this type of material. In some of the trial classrooms there was no regular language arts program and the use of materials specifically directed towards such objectives was novel. Second, the materials were in an unusual form: a stapled set of sheets printed one color with both sides of each sheet printed. With small children, such a novel format and no four color art may have had an impact.

Level A Material

Sixteen classrooms, with a total of 319 students participating, provided useful results by which to judge the efficacy of the first grade material. If we consider an 80% score as mastery, then in 10 of the 16 classes 80% or more of the first grade students demonstrated such mastery (see Chart I, which follows). In three other classrooms, between 70% and 79% of the students achieved the 80% mastery level. There were three classrooms in which between 40% and 59% of the students

Chart I

Level A



achieved mastery. Putting all sixteen classes together, 251 of the 319 students, or 78% achieved a score of 80% or better on the Mastery Test. A reasonable conclusion would be that a high percentage of the students did, in the short term at least, develop a reasonably proficient understanding of the material tested. As the test was given immediately after the instruction, we have no evidence on the long term retention of the concepts and skills. (See Appendix A for the objectives tested.)

Level B Material

From Level B through Level F we were able to obtain both Pre- and Mastery Test data. Since our sample was quite large we chose to analyze the data on a classroom-by-classroom basis. A test of the significance of the change in mean test scores between Pre- and Mastery Tests was made by use of a standard T-ratio formula to determine if the improvement in scores was at a statistically significant level.* Table I, which follows, summarizes the results of that analysis by classrooms. SIGAT01 stands for the number of classrooms where the difference was significant at the .01 level, while INSIGA01 stands for the number of classrooms where the difference was insignificant at the .01 level. The .05 level was treated similarly. At Level B for test A we had useful results from 23 classrooms and in all 23 the mean test score showed an improvement between the Pre- and Mastery tests.

* The t-ratio formula (used with small samples) tests the null hypothesis that the mean scores do not actually differ from pre- to mastery test. At a .05 level of confidence (or significance) one can reject the null hypothesis only if there are 5 or fewer chances in 100 that the result stems from sampling error. If the null hypothesis is rejected, the research hypothesis is accepted, that the mean test scores are different, presumably because of intervening instruction. The .01 level merely establishes a more regorous criteria, that there is less than one chance out of 100 that the difference is caused by sampling error.

TABLE I

LANGUAGE BASICS PLUS CLASSROOMS

GRADE	TEST	SIGAT01	INSIGA01	SIGAT05	INSIGA05
2	A	17	6	19	4
	B	11	12	12	11
	C	8	16	11	13
2		36	34	42	28
3	A	23	3	24	2
	B	20	11	22	9
	C	13	16	16	13
3		56	30	62	24
4	A	8	15	9	14
	B	3	19	3	19
	C	10	12	12	10
4		21	46	24	43
5	A	19	5	20	4
	B	22	2	24	
	C	10	14	15	9
5		51	21	59	13
6	A	15	10	18	7
	C	6	19	10	15
6		21	29	28	22
		185	160	215	130

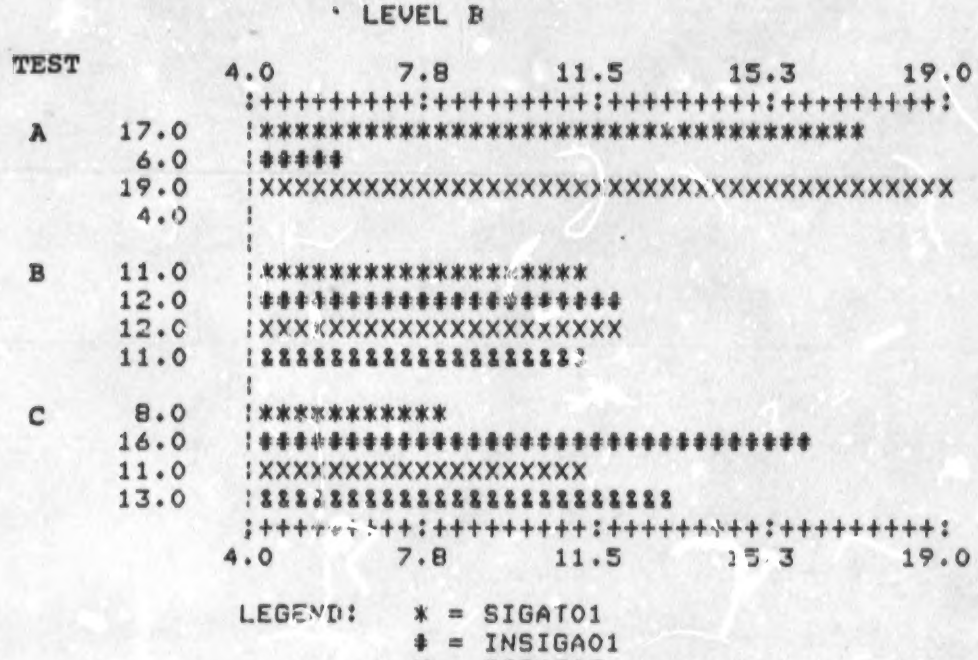
10

17 of the 23 classrooms showed a statistically significant increase at the .01 level and 19 at the .05 level. For test B, of the 23 classrooms 22 showed an increase in the mean test score between Pretest and Mastery test while one showed a decline. (See Chart II, which follows.) 11 of the 23 classrooms demonstrated a significant increase at the .01 level; 12, or one more classroom, showed a statistically significant increase at the .05 level. For test C we had a pool of 24 classrooms. 23 of those classrooms showed an improvement in the mean test score while one showed a decline. The classroom showing decline in the mean test score was not the same as the one that showed a decline in test B. 8 of the 24 showed a statistically significant improvement in the test scores at the .01 level while 11 showed a statistically significant increase at the .05 level.

The study of the "er" endings tested by test B at the second grade level is meant to be a first exposure to comparative endings. Complete mastery of the ideas is not expected at the second grade level. In Language Basics Plus, as published, these word endings are treated again in Levels C, D, E, and F. The editors feel that the results for test B are explicable and that the general increase (shown in all but one classroom) in the mean test scores was satisfactory.

The usage of "was," and "were" tested by test C is a review section in Language Basics Plus and seemed to act as such in the trial situations. Students came to these lessons with a good understanding of the material and scored quite high on the Pretest. Therefore, while improvement was shown in the mean test it was not a statistically

CHART II


LEVEL B
TEST
4.0
7.8
11.5
15.3
19.0
A
17.0
6.0
19.0
4.0
B
11.0
12.0
12.0
11.0
C
8.0
16.0
11.0
13.0
LEGEND:
* = SIGAT01
# = INSIGA01
X = SIGAT05
& = INSIGA05

significant improvement as measured on classroom basis, since room for improvement on the test was limited. Certainly, a conservative conclusion is that these students are achieving a strong level of mastery in this area upon completion of the unit.

Level C Material

At Level C, test A provided one of the strongest positive results in the study. (See Chart III, which follows.) Of 26 classrooms, 23 showed a statistically significant increase in the test scores. Unexpectedly, of the 3 classrooms where the test score did not improve in a significant manner at the .01 level one of the classrooms showed a significant decline at the .01 level. We can only consider this as evidence that, even with the best of materials, learning may not take place if other factors weigh strongly against it. Test B also showed a strong positive improvement with only one classroom showing a reverse movement. It was the same class as showed a decline in test A.

In the process of evaluating the trial material it was determined that the use of the word "verb" in the Pretest was not in conformation with the Level B material. Since students could not be asked for such a word prior to teaching, nomenclature was changed in the published edition of the Pretest.

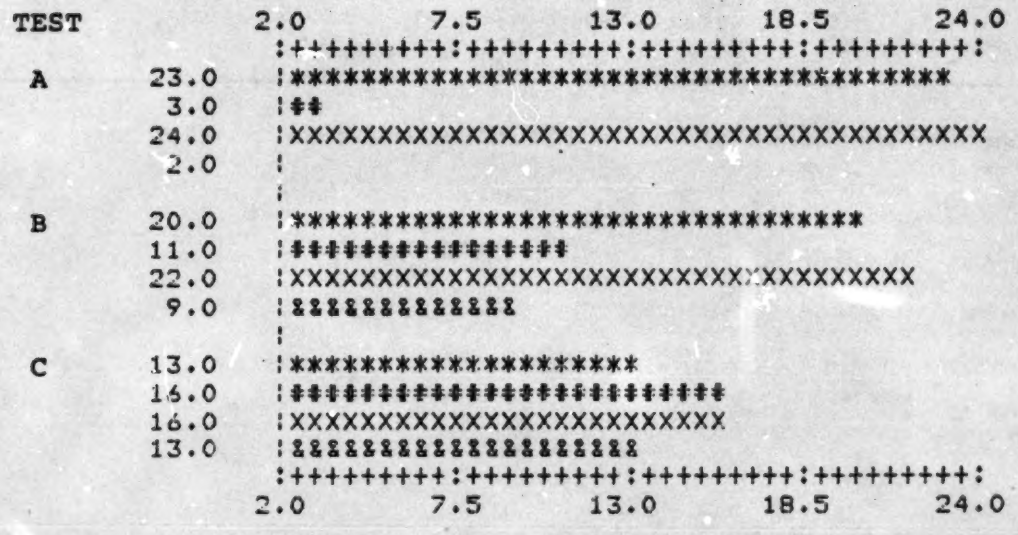
Test C showed 13 of 29 classrooms with a significant improvement at the .01 level and a majority, 16 of 29, at the .05 level. There would seem to be no question that all the tested materials in the Level C trial package were effective.

Level D Material

On test A, at Level D, of the 23 classrooms where results are available, the mean test score improved in all cases. (See Chart IV, which follows.) 8 of the 23 cases showed an improvement that was

CHART III

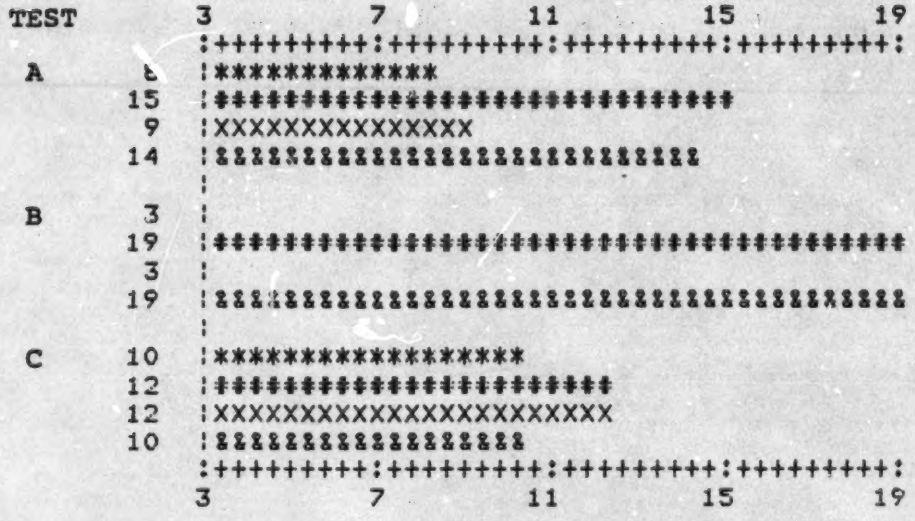
LEVEL C



LEGEND: * = SIGAT01
# = INSIGA01
X = SIGAT05
& = INSIGA05

CHART IV

LEVEL D



significant at the .01 level and 9 at the .05 level. The A unit was a review type unit, and a great number of the students scored high on the Pretest, thus making it difficult for the matching mastery test to demonstrate a statistically significant degree of improvement.

The trial material did not fair so well in the results for test B. While the mean test scores did improve in all 22 classrooms, only 3 of the 22 showed a statistically significant improvement at either the .01 or .05 level. Our analysis of the student material indicated trouble with the terminology "closed compounds" and "open compounds." This research has led to a change in the terminology in the published edition of Language Basics Plus from that mentioned above to "one-and two word compounds." It is believed that this simpler terminology will enable a greater number of students to master this concept.

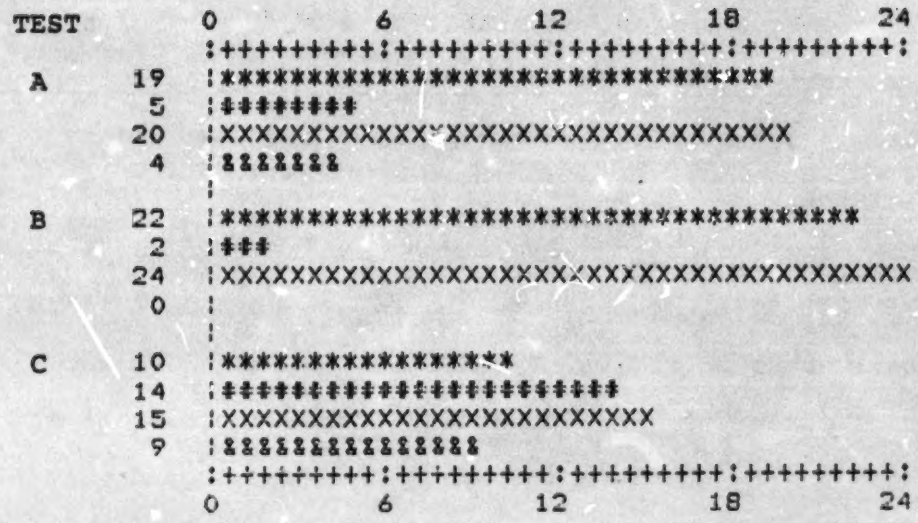
The test C results showed all but one classroom with an improved mean test score; the one exception showed no change. 10 of the 22 classrooms demonstrated a statistically significant increase at the .01 level and 12 at the .05 level. It is the editors' feeling that the existing trial unit A and unit C materials were successful in achieving their objectives and that the unit B material, as revised, will also be successful in the classroom.

Level E Material

For tests A and C at Level E all class mean scores showed improvement between the Pretest and Mastery Test. For test A, 19 of 24 classrooms showed a statistically significant improvement at the .01 level. For test B, 22 out of 24 classrooms showed a statistically significant increase at the .01 level. (See Chart V, which follows.) In test C, a unit on the usage of forms of words such as "speak," "begin," and "below," all class mean scores showed an improvement, with

CHART V

LEVEL E



LEGEND: * = SIGAT01
# = INSIGA01
X = SIGAT05
& = INSIGA05

10 of 24 improving at the .01 of significance and 15 of the same number improving at the .05 of significance. The evidence seems to indicate that the trial units were used successfully to develop mastery of the skills and concepts at this level.

Level F Material

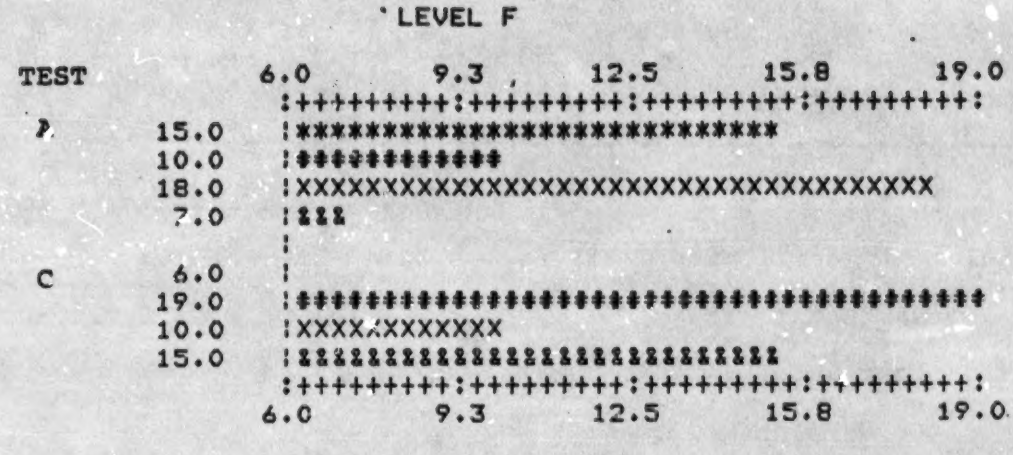
25 classrooms provided usable data at Level F for the two tests given at this level. For both tests all 25 classrooms showed an increase in the mean test score between the Pre- and Mastery Test. (See Chart VI, which follows.) For test A, 15% of the classroom showed a significant increase at the .05 level. For the second test, labeled test C, six classrooms showed a significant increase in the mean test score at the .01 level and 10 at the .05 level. The lower number of classrooms showing a significant increase on the C test was evidently due to the fact that many students scored very well on the Pretest, thus leaving small opportunity for a significant increase in test scores on the mastery test. At this level, the editors suggest that if students do well on Pretests they should, if classroom management enables them to, skip that material.

Other Results

After using the Language Basics Plus trial materials in their classes, teachers were asked to fill out a questionnaire concerning their reaction to the materials. The questionnaire also collected data on the types of situations in which the trial material was used.

155 teachers returned usable surveys. They gave the trial materials a strong positive rating. 92.9% rated the trial unit as average or better on a five point scale and 47.7% indicated a better than average rating. Fourth grade teachers gave the Level D materials

CHART VI


LEVEL F
TEST
6.0
9.3
12.5
15.8
19.0
P
15.0
10.0
18.0
7.0
C
6.0
19.0
10.0
15.0
6.0
9.3
12.5
15.8
19.0
LEGEND:
* = SIGAT01
# = INSIGA01
X = SIGAT05
& = INSIGA05

the highest ratings with none below average and 53.8% above average.

When asked to compare the trial materials with their present text, 135 teachers responded with 86.6% indicating equal or better and 54.1% indicating better.

The readability of the material was rated by participating teachers on a 1 to 5 scale of "easy" to "difficult." Chart VII, which follows, shows the distribution of their results, which seems close to a normal curve centered on #3 in the scale. Such a result indicates that the readability of the trial materials (in most cases without the benefit of illustrations) was at a proper level as perceived by participating teachers.

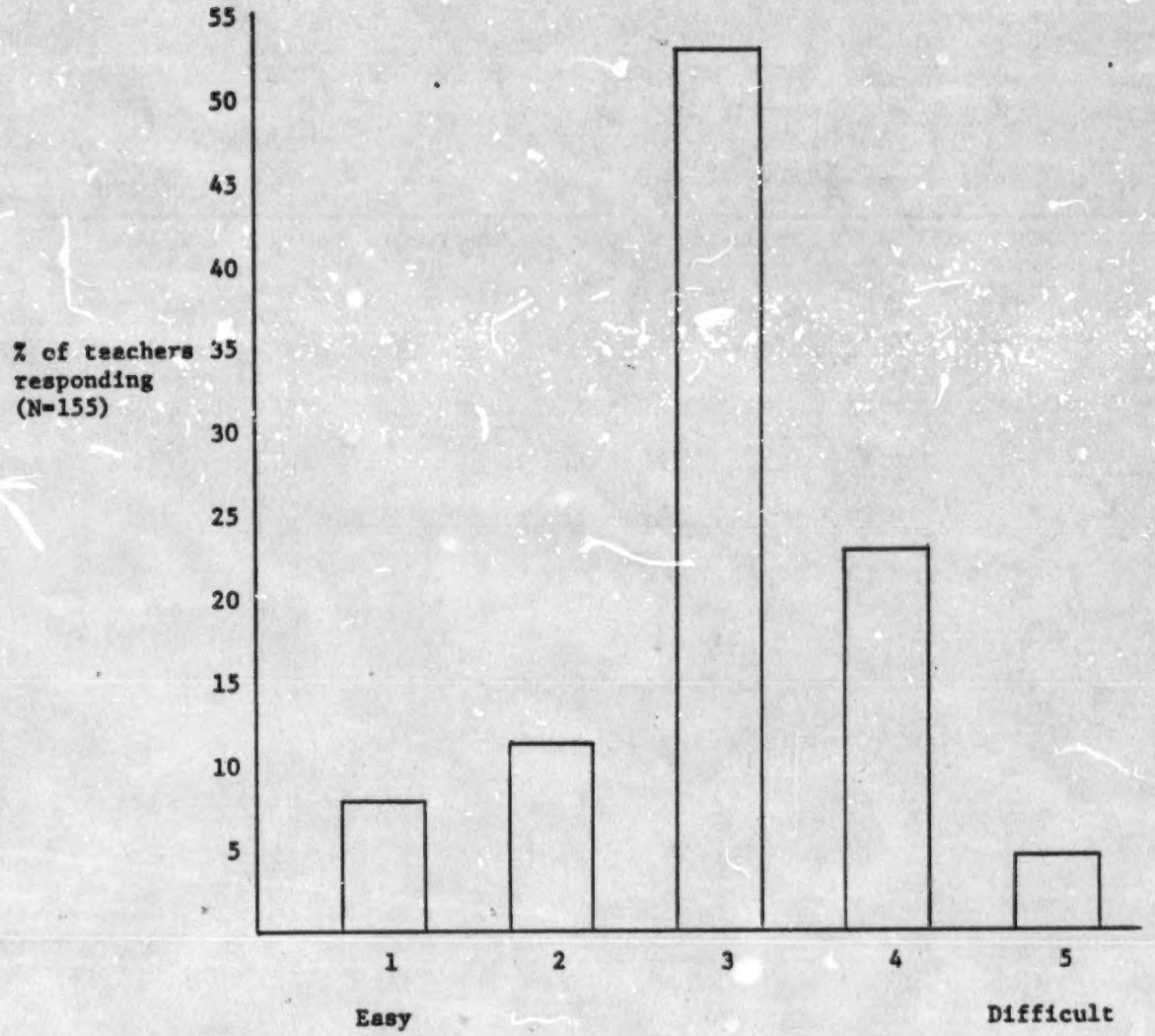
Teachers were asked if enough drill and practice was provided in the trial units. On a 1 to 5 rating scale ranging from (1) insufficient to (5) more than enough, the percent ratings were (1) 8.4%, (2) 18.7%, (3) 37.4%, (4) 28.4%, (5) 7.1%. Again, the distribution would seem to indicate that a sufficient amount of drill and practice was available. Ratings of the "quality" of the drill were very strong, with 60% of the teachers giving the drill better than average marks.

The simple and direct organization of the lessons in Language Basics Plus was rated positively: 88.5% of the respondents (N=154) gave it an average or better rating including 42.0% that indicated an above average to superior rating.

Information about the length of the class periods spent on the trial units was collected. Mean class period lengths were as follows: 1st grade, 25.0 minutes; 2nd grade, 30.2 minutes; 3rd grade, 35.6 minutes; 4th grade, 35.3 minutes; 5th grade, 46.2

Chart VII

Readability Rating



minutes; 6th grade, 38.2 minutes. Fifth grade was the only level at which an appreciable number of teachers spent more than 50 minutes on a lesson.

As part of the check on the sample, we asked participating teachers to rate the "overall ability of your class." A 1 to 5 scale, low-average-high, was used. A good distribution was achieved by our sample selection, as the percentages indicate: (1) 3.2%, (2) 10.3%, (3) 54.2%, (4) 24.5%, (5) 7.7%.

We asked the trial teachers to indicate the type of community served by their school, using the terms rural, urban, suburban, and semi-rural small city. 151 responded, with 8.4% indicating rural, 25.2% indicating urban, 34.2% indicating suburban, and 29.0% indicating semi-rural small city.

Conclusions

While it would be specious to draw any conclusion regarding long term instructional results stemming from the use of the trial materials, it may be stated with a high degree of confidence that short term learning attributable to the instructional program in Language Basics Plus, was found in 53.6% of the 345 classroom test situations as judged by the most rigorous criteria (.01 level). At a somewhat more easily achieved level of significance (.05), 62.3% of the classroom test situations showed significant learning resulting from the program. Taking into consideration the fact that portions of the material were a review for some students (thus precluding a significant increase in test scores) and realizing that the trial program results did lead to real and significant improvements in the published version, we consider these results to be strong and positive

indication that the instructional program found in the published version of Language Basics Plus is effective.

Teacher reaction was also positive indicating that the materials were at an appropriate reading level, with sufficient quality drill and practice, and with an effective lesson organization.

Summary

The objective of this study was "to check on the efficacy of the teaching methods used . . ." A pretest, treatment, mastery test procedure was used with more than 3,000 elementary students to provide strong statistical evidence that the instructional methodology was effective. At the same time, areas for revision and improvement were identified and those changes made in the published version of Language Basics Plus.

Teacher reaction was very positive and indicated the materials were appropriate at the grade levels indicated.

PERSON TO CONTACT FOR CLARIFICATION, MORE DETAIL, OR UPDATED INFORMATION:

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Appendix A - Objectives Taught in Trial Lessons

Level A

Unit 1: Talking (4 lessons)

Objectives:

- to have pupils perform a play
- to acquaint children with myths in different forms
- to have children enjoy and react to an amusing poem
- to have children share their experiences with the complexities of modern telephones (direct dialing, wrong numbers, speaking with operators, etc.)
- to give children practice in using polite and clear forms of telephone communication
- to have pupils read aloud poems that pose riddles
- to have children find answers to riddles in pictures
- to have children made up their own riddles
- to have children study and discuss a picture that poses a kind of riddle
- to have children listen and react to a poem
- to have pupils participate in a choral reading of a poem
- to have pupils learn color words
- to have children associate verbal descriptions with pictures

Unit 2: Action Words (4 lessons)

Objectives:

- to have children listen and react to a poem
- to have children pantomime actions
- to give children a sense of sentence structure, using only a noun and verb
- to have children note that some words are action words
- to have pupils relate pictures with action words
- to have pupils dramatize action words
- to have children relate action words to sports and play activities
- to build readiness for subject and verb phrases
- to have children learn where action words (verbs) occur in sentences
- to have children write action words to complete sentences

Tested behaviors are marked with an asterisk (*)

- to make children aware of the difference between the present and the past tense of action words
- to introduce the idea that some action words (verbs) form the past tense by addition of ed
- to have pupils choose past or present tense verbs, using context and picture clues
- to have children read and apply usage rules regarding am, is, are, was, were
- to have children relate the present and past tense to singular and plural subjects by using context clues*
- to have children practice using the correct form of to be orally to develop "sound sense"

Level B

Unit 1A: Writing Correctly (1 lesson)

Objectives:

- to write dates and names of holidays correctly*

Unit 1B: Learning About Describing Words (2 lessons)

Objectives:

- to recognize describing words
- to recognize describing words in context
- to use describing words to complete sentences*

Unit 1C: Adding er to Describing Words (7 lessons)

Objectives:

- to recognize words that compare two persons or things
- to add er to describing words
- to use er comparatives in sentences
- to recognize words that compare more than two persons
- to add est to describing words
- to use est comparatives in sentences
- to review subject-verb agreement
- to use was and were correctly*

Unit 1D: Writing Letters (4 lessons)

Objectives:

- to enjoy a story about friendship
- to explore some of the occasions for letter writing

- to recognize and name the five main parts of a friendly letter
- to learn the correct punctuation and capitalization used in the five main parts
- to learn the correct form for addressing an envelope
- to practice writing a letter in the correct form
- to address an envelope to accompany a letter

Level C

Unit 1A: Writing Correctly (4 lessons)

Objectives:

- to teach capitalization and underlining of book titles
- to have pupils capitalize and underline book titles correctly*
- to teach capitalization and punctuation of stories and poems
- to have pupils correctly capitalize and place quotation marks around stories and poems*
- to teach capitalization and punctuation of TV shows
- to have pupils correctly capitalize and place quotation marks around titles of TV shows*
- to determine the pupil's mastery of capitalizing and punctuating titles

Unit 1B: Learning About Verbs (6 lessons)

Objectives:

- to stimulate pupil's interest in action words
- to encourage pupil's enjoyment of a poem that contains lively action words
- to introduce and define the term verb
- to have pupils identify the verbs in sentences*
- to have pupils complete sentences by adding verbs
- to introduce and define present and past tense
- to introduce the fact that -ed forms the past tense of many verbs
- to have pupils change verbs from present to past tense*
- to introduce the concept that a verb may consist of more than one word
- to introduce and define the terms main verb and verb helper
- to have pupils identify main verbs and verb helpers*
- to introduce and define verb links
- to have pupils identify verb links in sentences*
- to determine the pupils' mastery of the concepts presented in this unit

Unit 1C: Using Words Correctly (4 lessons)

Objectives:

- to teach the past forms of the verb eat
- to have pupils use the past forms of eat correctly in sentence completions*
- to teach the past forms of the verb give
- to have pupils use the past forms of give correctly in sentence completions*
- to teach the past forms of the verb take
- to have pupils use the past forms of take correctly in sentence completion*
- to determine the pupils' mastery of the past forms of eat, give, and take*

Unit 1D: Playtime: Writing Paragraphs (8 lessons)

Objectives:

- to introduce a series of lessons on writing paragraphs
- to stimulate pupils' interest in paragraphs through enjoyment of playtime rhymes
- to introduce and define a paragraph
- to show students the correct form for a paragraph
- to make clear to the pupils that paragraphs should be unified
- to teach pupils that a paragraph title tells something about the paragraph
- to assess your pupils' mastery of paragraph unity and paragraph titles
- to use out-of-sequence sentences as a method of teaching sentence order in paragraphs
- to teach pupils that they must proofread their work
- to show pupils how to correct their work
- to assess your pupils' mastery of ordering sentences and proofreading their own work
- to assess your pupils' mastery of the concepts presented in this unit

Level D

Unit 1A: Writing Correctly (4 lessons)

Objectives:

- to teach pupils how to write peoples' names correctly
- to have pupils capitalize and punctuate peoples' names correctly in sentences*
- to teach pupils how to write names of pets and I
- to have pupils write names of pets and I correctly*
- to teach pupils how to capitalize and abbreviate peoples' titles correctly

- to have pupils write peoples' titles correctly in sentences*
- to determine the pupils' mastery of the concepts presented in this unit*

Unit 1B: Learning About Compounds and Contractions (5 lessons)

Objectives:

- to stimulate pupils' interest in compounds words
- to encourage pupils' enjoyment of a poem that contains compound words
- to teach pupils how to make closed compound words
- to have pupils identify and form closed compounds words*
- to teach pupils how to make open compound words
- to have pupils identify and form open compound words*
- to teach pupils how to form a contraction
- to have pupils identify and correctly form contractions in sentences*
- to assess pupils' mastery of closed and open compounds and contractions*

Unit 1C: Writing Correctly (4 lessons)

Objectives:

- to teach pupils how to use a comma in a direct address
- to have pupils use commas correctly in direct address*
- to teach pupils to use commas after yes and no when they begin a sentence
- to have pupils use commas after yes and no correctly in writing sentences*
- to teach pupils how to use the serial comma
- to have pupils use the serial comma correctly in punctuating sentences*
- to determine the pupils' masterk of the concepts presented in this unit*

Unit 1D: Writing Letters (5 lessons)

Objectives:

- to stimulate pupils' interest in letter writing
- to encourage pupils' enjoyment of a poem about letter writing
- to teach pupils return and receiver's address and zip code

- to teach pupils the parts of a letter -- heading, greeting, body, closing, and signature
- to have pupils address envelopes and write letters correctly
- to stimulate pupils' reading and comprehension through thematically related reading
- to have pupils write letters correctly
- to assess your pupils' knowledge of the give parts of a letter
- to assess your pupils' ability to write letters correctly

Level E

Unit 1A: Writing Correctly (4 lessons)

Objectives:

- to teach pupils how to correctly capitalize and punctuate the names and titles of people
- to have pupils correctly capitalize and punctuate the names and titles of people*
- to teach pupils how to correctly capitalize and punctuate dates and the names of holidays
- to have pupils correctly capitalize and punctuate dates and holidays in sentences*
- to teach pupils how to correctly write an address
- to have pupils correctly write addresses*
- to assess the pupils' mastery of the concepts presented in this unit*

Unit 1B: Learning About Sentences (5 lessons)

Objectives:

- to motivate pupils to understand different types of sentences through poetry
- to teach pupils to recognize and understand declarative, interrogative, imperative, and exclamatory sentences
- to have pupils correctly write declarative, interrogative, imperative, and exclamatory sentences*
- to teach pupils to recognize and understand simple and complete subjects and predicates
- to have pupils correctly identify simple and complete subjects and predicates*
- to teach pupils how to identify subjects and predicates in sentences with unusual word order
- to have pupils correctly identify subjects and predicates sentences with unusual word order*
- to assess the pupils' mastery of the concepts presented in this unit*

Unit 1C: Using Words Correctly (4 lessons)

Objectives:

- to teach pupils the correct usage of the past forms of speak, break, freeze, take, and eat
- to have pupils use these past forms correctly in sentences*
- to teach pupils the correct usage of the past forms of begin, sink, swim, drink, and sing
- to have pupils use these past forms correctly in sentences*
- to teach pupils the correct usage of the past forms of blow, grow, fly, throw, and know
- to have pupils use these past forms correctly in sentences*
- to assess the pupils' mastery of the past forms presented in this unit*

Unit 1D: Sports: Listening and Speaking (5 lessons)

Objectives:

- to have pupils appreciate sound words in poetry
- to encourage pupils to improve their listening skills
- to have pupils read and appreciate a magazine article about sports
- to have pupils discover how sound words help to make descriptive writing vivid
- to teach pupils the principles of writing a good magazine article
- to have pupils read and enjoy an interview about a sports figure
- to teach pupils the correct way to conduct an interview
- to have pupils listen to and appreciate a story
- to teach pupils good listening skills
- to assess pupils' mastery of the concepts presented in this unit

LEVEL F

Unit 1A: Writing Quotations (4 lessons)

Objectives:

- to teach pupils how to use direct and indirect quotations
- to have pupils correctly punctuate direct and indirect quotations*
- to provide pupils with general rules for writing direct and indirect quotations

- to show different kinds of sentences which are used in quotations
- to illustrate the correct use of punctuation in direct quotations
- to give pupils practice in recognizing direct quotations*
- to give pupils practice in punctuating direct quotations
- to have pupils change indirect quotations to direct quotations
- to determine the pupils' mastery of recognizing and writing quotations*

Unit 1B: Language Changes (8 lessons)

Objectives:

- to stimulate pupils to become aware that language is a changing phenomenon by noticing anachronisms
- to encourage pupils to see language as a changing phenomenon*
- to teach pupils that new words are added to the language as the need for them arises and that other words are dropped when they are no longer useful*
- to teach pupils that word usage can cause word meanings to become narrower or broader*
- to have pupils identify whether a word has become narrower or broader
- to teach pupils that many English words have been borrowed from other languages either directly or indirectly*
- to have pupils match words with their language of origin with the aid of a dictionary
- to teach pupils what clipped words are and how clipped words are formed*
- to teach pupils that clipped words often enter our language as slang
- to have pupils clip words correctly and use them in sentences
- to teach pupils that blends are combination of parts of two words
- to have pupils form blends correctly
- to teach pupils what acronyms are
- to have pupils form acronyms correctly
- to assess pupils' mastery of the concepts presented in this unit*

Unit 1C: Using Words Correctly (4 lessons)

Objectives:

- to teach pupils the correct usage of rise and raise, let and leave
- to have pupils use rise and raise, let and leave correctly in sentences*
- to teach pupils the correct use of the verb forms sit and set, lie and lay
- to have pupils use sit and set, lie and lay correctly in sentences*
- to teach pupils the correct usage of borrow and lend, learn and teach
- to have pupils use borrow and lend, learn and teach correctly in sentences*
- to assess pupils' mastery of rise and raise, let and leave, sit and set, lay and lie, teach and learn, lend and borrow*

Unit 1D: Inventions: Developing Good Paragraphs (5 lessons)

Objectives:

- to teach pupils that a paragraph and paragraphs in a theme must be presented in a logical sequence
- to show pupils how to put their ideas for a paragraph into a logical sequence
- to have pupils write paragraphs in logical sequence
- to motivate pupils to learn to write good directions by having them follow directions for making a Thaumatrope
- to show pupils how to write good directions
- to motivate pupils to learn about paragraphs that describe through the use of space order
- to have pupils recognize what a space order paragraph arrangement is
- to have pupils write paragraphs using a space-order organization
- to show pupils how to develop paragraphs by examples
- to have pupils write paragraphs developed by examples
- to show pupils how to write paragraphs that answer questions
- to have pupils write paragraphs that answer questions
- to assess pupils' mastery of the concepts presented in this unit